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ABSTRACT

Research indicates that program articulation between two- and four-year institutions begins when faculty at both levels identify and validate the competencies which students should have. A study was conducted to develop a model methodology for articulating a program of study between a two- and four-year institution by identifying and validating course and program competencies. The methodology involved the use of a case study, articulating a computer science program at Anne Arundel Community College in Maryland, with the first two years of the corresponding program at Towson State University (Maryland). Faculty from both institutions supplied course syllabi, tests, quizzes, final exams, lab and homework assignments, class handouts, textbooks, and other supplemental material for all courses in the two programs during the 1991-92 academic year. These materials were analyzed and a separate competency list was developed for each program. A third comprehensive list was then developed, identifying competencies common to, and differing between, the two programs. Faculty from both institutions participated in a workshop to rate the competencies identified in the third comprehensive list. Program-to-program comparisons revealed compatibility except for minor differences. Course-to-course comparisons revealed more significant differences. Resolution of the differences should permit development of an articulation agreement. A discussion of the rationale for negotiating articulation agreements, a methodology for resolving differing competency requirements, copies of the competency lists, data tables, references, and workshop evaluations are included. (PAA)

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